

**Subject card**

<b>Subject name and code</b>	Multicultural problems in the modern world, PG_00203953						
<b>Field of study</b>	Diplomacy						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2028/2029		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	3	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	5	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Rada Uczelni						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Konrad Ćwikliński				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	15.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
	eNauczanie source address: <a href="https://ww.ug.edu.pl">https://ww.ug.edu.pl</a>						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	15		2.0		33.0	50
<b>Subject objectives</b>	<p>The aim of the course is to present students with the key challenges related to the functioning of multicultural societies. The classes focus on the analysis of relations between native (autochthonous) and incoming (allochthonous) populations, with particular emphasis on cultural, religious, and ethnic differences. The course discusses migration and integration policies in various types of states both ethnically homogeneous (e.g., Poland) and immigration-based (e.g., the USA, Australia). It also examines the consequences of non-assimilation and the measures that support integration, including the importance of clear and comprehensible legal systems. A key goal is to develop intercultural competences and the ability to understand and interpret cultural phenomena in diplomatic and international work</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[DYPL3_W05] Has advanced knowledge of the historical, social, cultural and economic conditions of political life that shape the functioning of institutions and structures in diplomacy.		
	[DYPL3_W04] Has advanced knowledge of the role of humans as entities shaping and constructing social structures and institutions operating in politics and diplomacy.		
	[DYPL3_W03] Has advanced knowledge of the social, political and cultural ties between people, groups and institutions operating in politics and diplomacy.		
	[DYPL3_U03] Can analyse and describe the origins and course of social, political, legal, economic, cultural, and ethical phenomena and processes in the context of diplomacy.		
	[DYPL3_U01] Can interpret and explain the behaviors of individuals and social groups in social and political life in the context of diplomacy.		
	[DYPL3_K07] Is ready to independently and critically develop their knowledge and skills.		
	[DYPL3_K06] Recognises the need to maintain an appropriate ethical attitude in professional work and public activities.		

## Subject contents

### 1. Introduction to Multiculturalism and Related Concepts

Definitions: multiculturalism, interculturalism, transculturalism

Concepts of autochthon (native inhabitant) and allochthon (migrant/outsider)

Sources of cultural tensions resulting from unequal social positions and settlement

### 2. Cultural and Ethnic Identity

The concept of the Other, mechanisms of exclusion and stereotyping the case of Poland and Ukraine

The role of dominant religion (Catholicism in Poland, Orthodoxy in Ukraine) in shaping national identity

### 3. Models of Multicultural and Integration Policies

Comparative analysis: Germany, France, Norway, United Kingdom, USA

Open vs. culturally defensive states, the role of the state in managing diversity

### 4. Nation States and Ethnic Homogeneity: Specifics and Challenges

Poland, Norway, Hungary strong national identity, resistance to migration, societal reluctance

### 5. The Role of Religion in Multicultural and National Societies

Catholicism (Poland), Orthodoxy (Russia, Ukraine), Islam (immigrants in the EU and USA) as cultural and political factors

### 6. International Migration: Causes, Consequences, and Barriers to Integration

Contemporary migration waves (Middle East Europe, Latin America USA, Ukraine Poland)

Lack of assimilation with the local community as a socio-political

### 7. Immigration and Integration Policies in Poland and the EU

Polands response to refugees from Ukraine and Belarus; integration models in Norway, the UK, and the USA

### 8. National and Religious Minorities: Ukraine, Russia, Poland, Israel, USA

Legal status, language, religion: Orthodox Christians, Greek Catholics, Muslims, Jews, African Americans, Latinos

### 9. Multiculturalism and Conflicts: Donbas, Caucasus, Israel/Palestine, USA (racial unrest)

Origins and dynamics of ethnic and religious conflicts

Religious, racial, and linguistic divisions as sources of violence

### 10. National Security and Cultural Diversity

Marginalization, radicalization, extremism cases of France, Germany, Russia, and the USA

The impact of religious fundamentalism on internal security

#### 11. Risks Arising from Lack of Assimilation and Instrumental Migration

Ghettoization, cultural isolation, migrant separation

No-go zones, parallel communities (France, Germany, Sweden, USA)

Controversies over the misuse of welfare systems

#### 12. The Role of International Organizations in Managing

UN, Council of Europe, UNESCO, OSCE, European Union documents, mechanisms,

#### 13. Labor Market and Education in the Context of Migration

Poland and Germany as examples of refugee integration

Lack of assimilation with the local community educational, linguistic, and professional consequences

Examples of bilingual schools and compensatory programs

#### 14. Legal Systems and Cultural Integration in Migration-Based States (USA, Australia, New Zealand)

Models of states built on migration: majority of the society as allochthons

Common law clear, uniform, and understandable law facilitating legal and social integration

Measures supporting cultural integration: citizenship tests, civic education, integration centers

#### 15. Cultural Diplomacy and Intercultural Dialogue

Soft power, intercultural competences in diplomacy, examples of success and failure

The role of religion, identity, law, and education in diplomatic relations

<b>Prerequisites and co-requisites</b>	<p>Zalecana jest wiedza realizowana z następujących przedmiotów:</p> <p>Wstęp do nauk politycznych,</p> <p>Stosunki międzynarodowe,</p> <p>Podstawy socjologii lub Socjologia kultury,</p> <p>Wprowadzenie do problematyki migracyjnej,</p> <p>Pomocna będzie także znajomość podstawowych pojęć z zakresu:</p> <p>teorii migracji,</p> <p>różnic kulturowych i religijnych,</p> <p>integracji i asymilacji,</p> <p>systemów politycznych i prawnych.</p>														
<b>Assessment methods and criteria</b>	<table border="1"> <thead> <tr> <th data-bbox="451 869 794 904">Subject passing criteria</th> <th data-bbox="794 869 1137 904">Passing threshold</th> <th data-bbox="1137 869 1477 904">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 904 794 940">Required readings</td> <td data-bbox="794 904 1137 940">50.0%</td> <td data-bbox="1137 904 1477 940">25.0%</td> </tr> <tr> <td data-bbox="451 940 794 976">Thematic presentation</td> <td data-bbox="794 940 1137 976">50.0%</td> <td data-bbox="1137 940 1477 976">25.0%</td> </tr> <tr> <td data-bbox="451 976 794 1010">Class participation</td> <td data-bbox="794 976 1137 1010">50.0%</td> <td data-bbox="1137 976 1477 1010">50.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Required readings	50.0%	25.0%	Thematic presentation	50.0%	25.0%	Class participation	50.0%	50.0%
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<b>Recommended reading</b>	<p>Basic literature</p> <p>Core Readings (Most Important):</p> <ol style="list-style-type: none"> <li>1. The Age of Migration (6th ed.), Hein de Haas, Stephen Castles, Mark J. Miller 2020</li> <li>2. World Migration Report 2024, International Organization for Migration (IOM) 2024</li> <li>3. Indicators of Immigrant Integration 2023: Settling In, OECD / European Commission 2023</li> <li>4. Superdiversity: Migration and Social Complexity, Steven Vertovec 2022</li> <li>5. Multiculturalism in an Interdisciplinary Perspective, Anna Kwiatkowska 2019</li> <li>6. Essays on Secularism and Multiculturalism, Tariq Modood 2019</li> <li>7. Strangers No More, Richard Alba, Nancy Foner 2015</li> <li>8. Multiculturalism and Interculturalism: Debating the Dividing Lines, Nasar Meer, Tariq Modood, Ricard Zapata-Barrero (eds.) 2016</li> <li>9. Cultural Security: Theory Selected Aspects Case Studies, Wiśniewski R., Szyszlak E., Zenderowski R. (eds.) 2023</li> <li>10. Global Trends: Forced Displacement in 2022, UNHCR 2022</li> </ol> <p>Supplementary Readings / Policy Reports and Models:</p> <ol style="list-style-type: none"> <li>1. Model Framework for an Intercultural Integration Strategy, Council of Europe (CDADI) 2021</li> <li>2. Working Together for Local Integration of Migrants and Refugees, OECD 2018</li> <li>3. Global Compact for Safe, Orderly and Regular Migration, United Nations 2018</li> <li>4. Together in the EU: Promoting the Participation of Migrants and Their Descendants, FRA (EU Agency for Fundamental Rights) 2017</li> <li>5. Moving for Prosperity: Global Migration and Labor Markets, World Bank 2011</li> </ol> <p>Theoretical / Contextual Readings:</p> <ol style="list-style-type: none"> <li>1. Multicultural Policy and Migration, Bieńkowska M., Sadowski A. (eds.) 2012</li> <li>2. Strangers at Our Door, Zygmunt Bauman 2016</li> <li>3. The Clash of Civilizations and the Remaking of World Order, Samuel P. Huntington 1996</li> </ol>														

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	eResources addresses	
Example issues/ example questions/ tasks being completed	<p>Sample topics / questions / task</p> <ol style="list-style-type: none"> <li>1. Discuss the differences between the concepts of multiculturalism, interculturalism, and transculturalism.</li> <li>2. What are the consequences of the lack of migrant assimilation in welfare-oriented countries (e.g., Germany, Sweden)?</li> <li>3. Compare the integration policies of Norway and France which mechanisms facilitate integration and which hinder it?</li> <li>4. Explain the concepts of autochthon and allochthon in the context of cultural conflicts.</li> <li>5. How does a dominant religion (e.g., Catholicism, Orthodoxy, Islam) shape national identity in selected countries?</li> <li>6. Analyze the case of Donbas or Israel/Palestine as an example of an ethno-religious conflict.</li> <li>7. List and discuss the activities of international institutions that support migrant integration (e.g., Council of Europe, EU, UNHCR).</li> <li>8. Are ethnically homogeneous nation-states (e.g., Poland) more resistant to multiculturalism? Justify your answer.</li> <li>9. Propose a model of integration measures for migrants in common law countries (e.g., USA, Australia).</li> <li>10. What threats to internal security may arise from the lack of a coherent migration policy?</li> </ol>	
Work placement	Not applicable	

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